R E P O R T R E S U M E S

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CONTINUOUS PROGRESS EDUCATION IN THE SEATTLE PUBLIC SCHOOLS, THE PROPOSED SOUTHEAST EDUCATION CENTER. GENERAL RECOMMENDATIONS.

SEATTLE PUBLIC SCHOOLS, WASH.

PUB DATE 17 JAN 68

EDRS PRICE MF-$0.25 HC-$0.88 20P.

DESCRIPTORS- *CONTINUOUS PROGRESS PLAN, *SCHOOL ADMINISTRATION, *SCHOOL ORGANIZATION, RACIAL BALANCE, FLEXIBLE FACILITIES, STUDENT PLACEMENT, COMMUNITY SCHOOLS, WORK EXPERIENCE, VOCATIONAL ADJUSTMENT, INSTRUCTIONAL TECHNOLOGY, COMPUTER ORIENTED PROGRAMS, INTERMEDIATE GRADES, PROGRAM PLANNING, GROUPING (INSTRUCTIONAL PURPOSES), COMMUNITY INVOLVEMENT, SEATTLE, WASHINGTON, SOUTHEAST EDUCATION CENTER

IN THIS REPORT RECOMMENDATIONS ARE MADE FOR A CONTINUOUS PROGRESS EDUCATION CENTER FOR ABOUT 3,500 RACIALLY MIXED STUDENTS AT THE PRIMARY, INTERMEDIATE, AND SECONDARY LEVELS. SINCE INITIAL CONSTRUCTION WILL BEGIN ON A CENTER AT THE INTERMEDIATE LEVEL, IT IS SUGGESTED THAT THE SCHOOL SYSTEM'S PRIMARY AND SECONDARY SCHOOLS CONVERT TO THE CONTINUOUS PROGRESS CURRICULUM INTRINSIC TO THE PROJECT'S INSTRUCTIONAL FORMAT. THE ACTIVITIES OF THE COMPLETED CENTER, WHICH IS ENVISIONED AS A COMMUNITY SCHOOL, WILL INVOLVE COMMUNITY RESIDENTS IN THE CENTER'S PLANNING AND VARIOUS OPERATIONAL STAGES. A LEARNING RESOURCE CENTER WILL BE AVAILABLE TO BOTH PUPILS AND ADULTS WITHIN THE COMMUNITY. OCCUPATIONAL ORIENTATION AND WORK EXPERIENCE PROGRAMS FOR THE PUPILS WILL ALSO BE FEATURED. IT IS RECOMMENDED THAT A CENTRAL COMPUTER BE INSTALLED TO PROVIDE COMPUTERIZED INSTRUCTION, PROGRAM EVALUATION, AND INFORMATION DISSEMINATION WITHIN THE CENTER. OTHER RECOMMENDATIONS ARE MADE FOR THE TRANSPORTATION OF STUDENTS TO THE CENTER, FOR ATTAINING A RACIALLY BALANCED ENROLLMENT, AND FOR PROJECT ADMINISTRATION. (LB)

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The Seattle School District's Proposed

Southeast Education Center

General Recommendations

UD 005 705

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CONTINUOUS PROGRESS EDUCATION

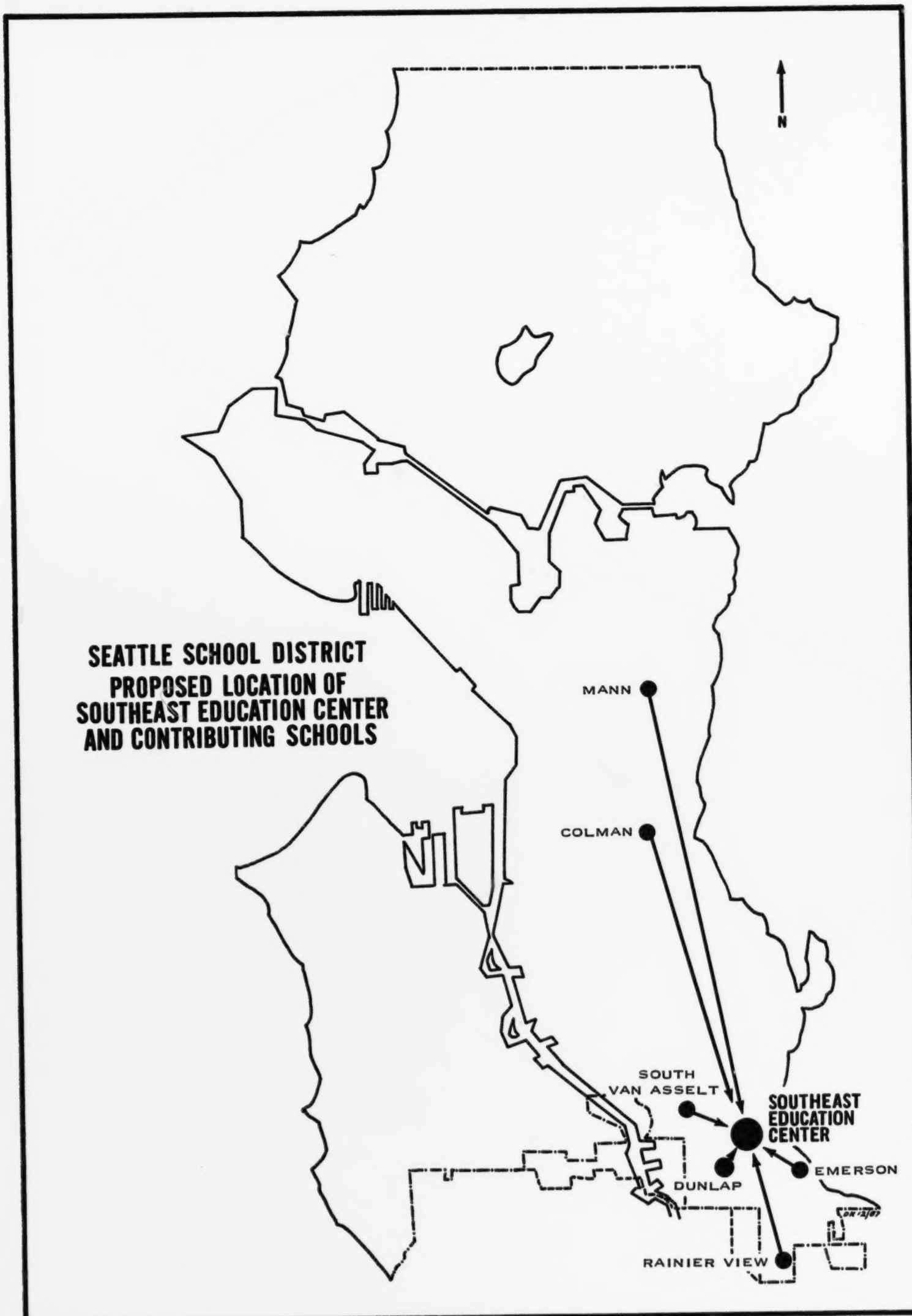
IN THE SEATTLE PUBLIC SCHOOLS

THE PROPOSED SOUTHEAST EDUCATION CENTER

GENERAL RECOMMENDATIONS

ED 005 705

January 17, 1968



DEC. 1967

FIGURE 5

PLANNING FOR CONTINUOUS PROGRESS EDUCATION

Task Force Report

INTRODUCTION

The Continuous Progress Concept

A major long-range concept for reorganizing the Seattle School District has been proposed by the Superintendent. The plan, to be developed over a period of several years, was conceived to provide a vital and dynamic new urban education for all Seattle Public School children.

The concept is based upon the belief that the best setting for public education is a cross section of American life with all of its diversities. This belief is given substance by new basic curricula, revitalized teaching methods, equipment, media and libraries, and realistic vocational-technical education. It is given form by an arrangement of centers at four levels--primary, intermediate, secondary, collegiate.

The title "The Continuous Progress Center Concept" implies both the individualizing of teaching and learning and the regrouping of facilities. It is the application of this concept that has been the immediate concern of the Continuous Progress Education Task Force. Since the concept was introduced, a continuing dialogue has prevailed among both the lay and professional communities. A School Board appointed citizens committee of nearly 100 members has examined the concept, probed its feasibility, and recommended to the School Board "the adoption of the concept of continuous progress, as defined in the report, throughout all levels in the Seattle School District as rapidly as possible."

In this setting the task force was formed with instructions to examine in greater depth the concepts inherent in continuous progress education.

Implications of the Concept

Continuous progress education introduces many new areas of investigation to planners. The long-range aspect of the concept requires longer range estimates of population characteristics and facility requirements than heretofore. The development of a system for the movement of children requires investigation of routes, schedules, equipment, maintenance, safety, and other aspects of transportation. Organization and construction of facilities which depart from the existing neighborhood walk-in schools require imaginative site, design, and construction planning.

The development and introduction of new educational technologies require the analysis of the School District's capacity to develop staff and provide fiscal resources.

Staff development programs leading to more effective diagnosis, programming, evaluating, counseling, and communicating require careful investigation into the several disciplines supporting these educational activities.

Steps Taken to Develop and Study the Continuous Progress Center Concept to Date

1. July, 1966 - Concept introduced.
2. August, 1966 - Citizens study committee formed.
3. September, 1966 - Staff study committee formed.
4. September, 1966 to July, 1967 - Citizens study concept.
5. July, 1967 - Citizens committee reports to the School Board.
6. September, 1967 - School Board acts to implement development of the concept but to postpone decision on constructing a center pending further investigation.
7. September, 1967 - Superintendent forms special task force to reexamine

application of the center to the southeast area of Seattle.

8. September, 1967 - Task force reports to the Superintendent.
9. October, 1967 - Superintendent reorganizes task force for the preparation of this report.

Boundaries

There are certain conditions which delimited the scope of this task force investigation. They are:

1. The School Board had given public notice that if the Board's decision were to move forward with the center concept only one intermediate center would be developed at this time.
2. Patrons had been notified that if their neighborhood elementary school becomes a center feeder school their present school would be reconstructed, remodeled or converted to a K-4 primary school.
3. Specific schools had been designated by name by the Board during the bond issue campaign for capital improvements.
4. Long-term commitments had been made to patrons of Cleveland High School and Maple Elementary School in the Beacon Hill area. These had been confirmed during the 1966 bond election.
5. The School Board had notified patrons of the southeast area of the city that if a center were not authorized their neighborhood schools would be constructed, renovated, or expanded according to the prevailing organization.
6. The citizens study committee had recommended that (a) one intermediate center be constructed, (b) that it be located more nearly in the

geographical center of the southeast area rather than in the Beacon Hill area, (c) that the proposed 4-7 grade level grouping be reexamined, (d) that the proposed number of pupils should be approximately 3,000, (e) that the center be designed architecturally so that it could be adapted to other educational uses if the concept failed to meet expectations, (f) that students be selected so the center will significantly improve racial balance in the area served.

The Task Force Mission

The task force major objective was to propose a plan for a center in southeast Seattle which could serve as a research, development, and demonstration continuous progress center.

Its recommendations for a southeast area education center follow.

PROPOSED RECOMMENDATIONS FOR THE SOUTHEAST EDUCATION CENTER

Recommendations include those for organization, pupils, staff, community, and administration. Following each recommendation is a brief statement explaining and supporting the recommendation.

PART I - GENERAL RECOMMENDATIONS

Recommendation 1: That the present Rainier Beach Junior-Senior High School, Dunlap Elementary School, and a new intermediate school to be constructed be developed into an education center.

In the early stages of development of the continuous progress concept, it was evident that the establishment of an intermediate level school would require simultaneous conversion of both primary and secondary feeder schools to continuous progress education.

The citizens committee recognized the importance of comparable continuous progress education for children moving into and from the proposed center and urged that program articulation be carefully considered.

The above recommendation will provide for simultaneous development and articulation of continuous progress education at three levels.

Recommendation 2: That the center consist of three levels: the primary, K through grade 4; the intermediate level, 5 through 8; and the secondary level, 9 through 12.

Earlier proposals recommended a K-3, 4-7, 8-11, and 12-14 organization. Subsequent studies, recommendations of the citizens committee, space needs in Rainier Beach Junior-Senior High School, and the separation of the community college from the School District combine to suggest that a more feasible

organization is that proposed in recommendation 2 above.

Although Head Start programs appear to be highly promising, the addition of the Head Start unit to Dunlap school should be studied further before a recommendation is made.

Recommendation 3: That the center schools be organized internally to provide small groupings of children within the larger schools.

The greater application of team planning and teaching, the emphasis on close identity of pupils and teachers require an internal school-within-a-school organization. Instructional programs, facilities, and subject offerings differ considerably at different ages. These factors lead to the conclusion that a school-within-a-school unit of up to 250 children would include a workable range of abilities and interests, as well as a logical number for teacher teams.

Recommendation 4: That the approximately 3,500 pupils be distributed as follows: 1,500 in the secondary schools; 1,500 in the intermediate school; and 500 in the primary school.

The development of the education center would mean a change in the grade grouping of all of the various schools affected, both those which will receive pupils and those which will send pupils. This change, described earlier, would result in lower enrollment figures in the proposed K through Grade 4 and Grade 9 through Grade 12 configurations, mainly because pupils in Grades 5, 6, 7, and 8 will be placed together in the "intermediate school" or 5-through-8 configuration.

Because the education center will encompass within its configuration not only all of the pupils in the intermediate (Grades 5 through 8) and secondary

(Grades 9 through 12) levels, but also the pupils remaining at Dunlap in the Grades K through 4 levels, the final enrollment (rounded off) in the center will be as it is shown in the table below.

Grade Levels	Number of Pupils
K - Grade 4	500 (from Dunlap school)
Grades 5 - 8	1,500 (from six elementary and one junior high school)
Grades 9 - 12	1,500 (from one junior high and one senior high school)
Total	3,500

Recommendation 5: That the intermediate school enrollment be formed by the reassignment of pupils from existing schools as follows: (a) Rainier Beach, Grades 7 and 8; (b) Dunlap, Rainier View, Emerson, South Van Asselt, Grades 5 and 6; and (c) from two or more central area schools, such as Colman, Mann, Madrona, Washington.

The rationale for choosing these particular schools included proposed building construction and remodeling needs, availability of present facilities which lend themselves to the desired center configuration, and proximity to the proposed center configuration. The reason for including two of the feeder schools from the central area was to provide racial integration in the center and reduce de facto segregation at these two schools.

Certain feeder schools in the Rainier Beach Senior High attendance area were excluded in this initial proposed center planning in order that the enrollment figures be kept manageable during the first year of operation. Pupils from these schools will become eligible for enrollment in the center either in Grade 7 or in Grade 10, when they normally would have enrolled in

the Rainier Beach Junior-Senior High School.

Recommendation 6: That a racial proportion not to exceed 25 percent Negro be made a primary goal of the education center.

One of the recommendations of the Seattle Citizens School Progress Planning Committee in its report entitled Continuous Progress: The Final Report, August 9, 1967, was that the enrollment in the education center be no more than 50 percent non-white, and no more than 33 percent of any minority group.

With this in mind and following suggestions of various staff members in the Seattle Public Schools, it is proposed that the enrollment of Negro pupils be not more than 25 percent of the total center enrollment.

To accomplish any significant degree of racial integration in the education center within this limit, it will be necessary to assign pupils from at least two central city schools to the center. With the addition of these pupils, the Negro enrollment will be 8.9 percent. While this percentage is below the 25 percent maximum proposed for the center, it is important to recognize that the trend of Negro population movement is toward the southeast Seattle area and toward the education center so that the percent of Negro enrollment in the center, over time, will increase.

Recommendation 7: That 5th and 6th grade pupils living more than one mile from the center be transported to the center at School District expense.

The current study of the transportation needs of the District should disclose methods by which the above recommendation may be carried out. The following table lists the probable number of fifth and sixth grade pupils who will need to be transported.

Feeder School	Number Who Will Attend the Intermediate School	5th & 6th Grade Pupils Who Will be Bussed
*Mann	53	53
*Colman	155	155
South Van Asselt	54	24
Dunlap	199	0
Emerson	225	101
Rainier View	102	92
Rainier Beach Junior High	637	0
Total	1,425	425

Recommendation 8: That all educable pupils be served who do not require the highly specialized instruction and equipment, such as that necessary for the deaf, the blind, and the orthopedically handicapped.

The concept of individualized instruction is sufficiently flexible to serve all educable pupils with exceptions noted above. The staff will include teachers with special skills and knowledges sufficient to provide for the needs of children who deviate sharply from the normal range.

School District studies indicate the advisability of educating certain handicapped children in normal settings. Recommendation 8 will permit the inclusion of programs for educable and retarded in the Southeast Education Center.

Recommendation 9: That the staff be adequate to support the emerging roles of teachers as described in the Continuous Progress Concept.

Because the first educational center functions as a pilot demonstration school and because of the unique needs of an effective continuous progress

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* If pupils from other central area schools are included, totals and percentages shown will be changed (see Recommendation 5).

program, the number of staff required will be greater than in conventional schools. Approximately one teacher will be required for each unit of 24 pupils. Aides, specialists, and technicians will be provided at a ratio of 1 to 100 and clerks and secretaries at a ratio of 1 to 220.

Recommendation 10: That a staff development program be initiated in the early stages of the planning.

Ongoing in-service training coordinated by the director will be one of the characteristics of the staff development program of the center. With the aid of university professors and other consultants, available both here and elsewhere, staff members will keep up-to-date in instructional strategies, curriculum development, and other school related functions.

Recommendation 11: That the instructional format be based upon the continuous progress concept.

The continuous progress concept implies a program in which each student is provided an opportunity to progress through a curriculum which has been designed and built for him. It allows him to move at his own best pace. It features flexible scheduling, diversified instructional strategies, varied curriculum components, and increased pupil-teacher interaction. Details are spelled out in the Continuous Progress Concept statement.

Recommendation 12: That the methods and technology be designed to produce efficient individualized instruction.

Advanced technology in programs and equipment is leading to more efficient methods of individualizing instruction. Under consideration with this recommendation is the utilization of a centralized computer operation serving three areas vital to successful individualized instruction; first, as an information

system both for classroom and administrative purposes; second, as an evaluation tool; and, third, for computer-aided instruction.

In the area of computer-aided instruction, it should be noted that individualized instruction is not isolated instruction. Hence, while we may plan for computer-aided instruction in our center, it should be considered carefully on a phase-in basis beginning with remote input-out devices such as found in the Hays School in Palo Alto. More complex and costly arrangements, such as the Brentwood project in Palo Alto, could then be considered after their programs and presentation techniques have been more carefully refined.

Recommendation 13: That pilot programs be initiated which will test concepts and develop components.

During the past two decades there has been a rapid increase in the quality and quantity of educational programs available. Many of these programs are appropriate for placement in the educational center. Continued development of curriculum, teaching methods, and school supporting functions will provide a continuous supply of programs which will enable the staff at the center to update the educational offerings.

Recommendation 14: That occupational orientation and work experience programs become a major responsibility of the center.

The continuous progress concept emphasizes occupational orientation and training. Rainier Beach Senior High School is developing new concepts for occupational education and is preparing innovative applications of the concepts. The School District has a work experience program of long standing. The community school generates wider uses of community resources. The community college with its occupational resources has made Rainier Beach a

satellite center.

The above conditions provide great opportunities for creating a new and highly effective occupational education component in the center's instructional plans.

Recommendation 15: That arrangements be made for direct and continuing joint participation of staff and community representatives in planning, development, evaluation, and communication functions of the center.

Your task force believes the need for greater public participation in program and operation policy development can be significantly improved and that the Southeast Education Center will provide the opportunity.

The above recommendation implies that public and staff representatives from each center school and each feeder school constitute an advisory council which will play an active role in developing specifications, evaluating pilot studies and simulations, establishing and maintaining communication with other members of the southeast area community and other southeast area school personnel and preparing and submitting project activity reports.

Recommendation 16: That facilities be planned and programs formed to serve the needs of the community.

A community-school is one which serves many educationally related needs by providing programs, facilities, leadership, and sometimes staff. Its activities reach out into the community and its policies invite community use of facilities and participation in programs.

An illustration of this concept would be the use of a Learning Resource Center by both the pupil and adult populations. Effective community-school

programs have evolved in other parts of the Nation. The Flint, Michigan, and New Haven, Connecticut, programs are notable examples.

Recommendation 17: That extensive use be made of community resources.

The school community has many human and physical resources which could make the school experiences more rewarding as well as cement the bonds between the community and the school.

Involvement of a broad segment of the adult community in program planning could reveal and make these resources available. This procedure could open up many work-experience opportunities, make adults with special skills or experiences available to teachers and pupils, provide opportunities for pupil excursions and visits to supplement and enrich the school activities.

Recommendation 18: That the center be administered and articulated by one administrative officer supported by appropriate administrative coordinators in each school.

Articulation of programs, facilities, and staff in the center will be required to develop effective individualization. This can be best accomplished if authority is undivided.

The heads of each school can better fulfill their roles as instructional leaders if duties, such as, record keeping and reporting, agency relationships, dissemination of information, transportation, attendance, etc., are assumed by a single administrative office.

Relationships between the center and the satellite schools can better be coordinated by one office than three.

Recommendation 19: That wide latitude be permitted the administrative officers in determining planning and operational policies and procedures for the center.

The unique developmental characteristics of the Southeast Education Center require that program and operating policies remain flexible and that a larger measure of autonomy be vested in the center officers than would be necessary in an ongoing school. The Southeast Education Center multilevel organization, its research demonstration and dissemination functions, its special staffing and budgeting needs, its innovative instructional concepts place upon the Southeast Education Center staff and administrators both unusual opportunities and profound responsibilities. Recommendation 19 above implies that the director of the center be empowered to prepare budget allocations; select and assign staff; select equipment and instructional materials; prescribe operating procedures, instructional programs, schedules; authorize use of facilities; and make such other decisions as necessary for the development and operation of the Southeast Education Center. The director of the center will report to the Superintendent or his delegate.

Recommendation 20: That the center function in the planning, development, and operational stages as a research, demonstration, and dissemination resource for the Seattle School District, other school districts, educational institutions, the State Office of Public Instruction, and cooperating public agencies.

Inherent in this recommendation is the premise that the long-range goals of the Seattle School District may be met by experience gained in the Southeast Education Center project. Implied also is the hope that important professional

contributions may be made to other school districts, colleges, and universities.

Participation of other agencies in program development, research, evaluation, and dissemination of information about the project will contribute immeasurably to the long-range impact of the effort.

The recommendation suggests that specific measures should be designed and steps initiated by the planning staff for active participation of interested institutions, agencies, and schools. These could include many forms of activity, such as, consultations, observations, review and analysis of plans, participation in conferences, interpretation of concepts, and distribution of informational materials.

Construction Cost

The new intermediate center school will cost approximately $3,750,000. Since the Beacon Hill site will not be used, it will be available for sale to acquire funds for a new site.

Operating Cost

Operating cost will be based on the average operating cost per pupil in 1970. Current operating cost is $672 per pupil. Additional costs for initiating the program, such as, experimental projects, in-service training, preparation of instructional materials, and supporting staff, are contingent on the educational specifications which the Board finally adopts.

CREDITS

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